

# 學校本位諮商輔導對資優生情意發展之探討

鄒小蘭

臺北市第一女子高級中學特教教師

## 摘要

本文主要透過文獻蒐集分析與實務經驗，探討資優生在融合教育體制下，如何透過學校本位的諮商輔導模式協助其情意發展。本文從介入矯正模式與發展預防模式，介紹適合資優生之學校本位諮商輔導方案及實徵研究成效，並說明實施學校本位諮商輔導模式之相關人員角色任務、介入策略與實務作法。

**關鍵詞：**資優生、學校本位諮商輔導、情意發展

## An Inquiry on School-Based Counseling for Affective Development of Gifted Students

Hsiao-Lan Tsou

Special Education Teacher, Taipei First Girls High School

## Abstract

The author explored, through literature analysis and her practical experiences, how school-based counseling model was used to enhance gifted students' affective development in inclusive educational settings. She introduced the school-based counseling programs for the gifted students via the description of remedial model and preventive model for counseling of gifted students. The effectiveness of the programs on the target students and influencing factors were then discussed. Finally, the roles and assignment of related personnel, intervention strategies, and practical approaches when implementing school-based counseling programs were recommended.

**Keywords:** gifted students, school-based counseling, affective development

## 壹、前言

資優生成長發展歷程除需滿足其優異潛能的挑戰，因身心特質的特殊性，在社會情意與適應方面也有不同於一般學生的挑戰。Jarosewich與Stocking (2003)對參與學術性向資優夏令營之1,928位青少年，進行與資優生社會情意相關議題的調查研究，即發現

有4%曾被臨床診斷有心理或社會情意問題、8%現在或曾接受諮商服務。處理的議題以家庭事件如父母離婚、手足困擾居多（佔2.3%），因憂鬱困擾者佔1.4%，屬於注意力問題佔1.1%。Davis與Rimm (2004)亦指出資優生面臨個人、家庭、社會、教育和生涯等挑戰，導致社會孤立、道德壓力、沮喪、學